DOCUMENT RESUME

ED 450 646 HE 033 821

TITLE	CRitical Issues Bibliography (CRIB) Sheet: Community Outreach.
INSTITUTION	ERIC Clearinghouse on Higher Education, Washington, DC.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	2001-00-00
NOTE	10p.; For other CRIB Sheets, see HE 033 832-836.
AVAILABLE FROM	For full text: http://www.eriche.org.
PUB TYPE	ERIC Publications (071) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; *Community Programs; Educational Practices; Educational Trends; *Higher Education; Models; *Outreach Programs; Partnerships in Education; Resources; *School Community Relationship

ABSTRACT

This CRitical Issues Bibliography focuses on higher education partnerships with the community. It is divided into: (1) general resources about the value of community and college partnerships and trends related to these collaborations; (2) model programs and best practices from programs and institutions that engage particular communities; and (3) ways to reward faculty for involvement in community partnerships. The annotated bibliography lists 23 resources, all available from the ERIC database. (SLD)

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CRitical Issues Bibliography (CRIB) Sheet: Community Outreach

The notion of the engaged campus or responsive university has become very popular in the higher education field. Community relations and partnerships have always been a significant part of American higher education as practiced by State and Land Grant Colleges and Community Colleges, but they have received renewed emphasis over the last decade. Federal initiatives working through the Department of Housing and Urban Development have spurred much of this recent activity. In addition to new Federal policies, there is increased discussion in higher education circles. Three new journals: *Journal of Public Service & Outreach, Metropolitan Universities* and the *Michigan Journal of Community Service Learning*, reflect the growing trend of instituting partnerships and external outreach and recognizing them as crucial to the mission of higher education. Almost every higher education related journal or magazine has offered a theme issue on partnerships and external outreach during the last two years (1999 and 2000). Higher education institutions clearly are focusing on ways to develop relationships with businesses, non-profit organizations, schools, communities and political organizations. These various partnerships have been described by many authors as signifying the rise of the "responsive university" or "engaged campus."

This CRitical Issues Bibliography focuses on higher education partnerships with the community. Please see the Business Partnerships CRIB Sheet for an overview of resources related to partnerships between higher education and businesses. This CRIB sheet is divided into general resources about the value of and trends related to community and college partnerships; model programs and best practices, programs or institutions that engage particular communities, e.g., Hispanic or low income; and ways to reward faculty for involvement in community partnerships. This is an important and growing area of interest among higher education leaders who are anxious to illustrate accountability to the general public and state legislatures.

<u>General Resources</u>

ED430499
Kellogg Commission on the Future of State and Land Grant Universities, and the National Association of State Universities and Land Grant Colleges (1999, February). *Engaged Institutions: A Commitment to Service. Profiles and Data. Third Working Paper. Kellogg Commission on the Future of State and Land Grant Universities.* Washington, DC: Authors.
This document profiles ten higher education institutions across the United States, documenting their roles as "engaged institutions," that is, institutions whose goal it is to produce graduates ready to move along a path of self-directed learning and growth. Each profile provides a brief history of the school and its historical mission, provides data on funding and organization, discusses faculty roles, and describes its outreach programs.

ED426676
Kellogg Commission on the Future of State and Land Grant Universities, and the National Association of State Universities and Land Grant Colleges (1999, February). *Returning to Our Roots: The Engaged Institution. Third Report*. Washington, DC: Authors.
This report urges that the mission of land grant universities be expanded beyond outreach and service to full engagement with their communities. The engaged institution is seen as being organized to respond to today's and tomorrow's students, bringing research and engagement that offer practical opportunities for students into the curriculum, and using its critical resources to address the problems of the communities it serves.

EJ589780
Wiliamson, M., and Reid, I. D. (1999, Spring). Trends in Outreach and Service. *Journal of Public Service & Outreach*, 4(1), 8-11.
Discussion of the outreach and service function of the university looks at the collaborative nature of university/community relationships, the challenge and potential for finding faculty to participate, growing faculty-development opportunities, and the university's changing responsibility in the relationship. Examples are offered from programs at Wayne State University (Michigan).

ED426644
Aspen Systems Corp., and University Partnerships Clearinghouse (1998, March). *Colleges & Communities. Partners in Urban Revitalization. A Report on the Community Outreach Partnership Centers Program*. Rockville, MD: Authors.
This annual report describes the activities of the Community Outreach Partnership Centers Program during its first four funding rounds (1994-97). This federal program supports university-community partnerships in urban communities. Part 1 examines the federal role in such partnerships, primarily as a catalyst for adding key financial, human, and technical resources to university and community assets.

EJ570372
Ramaley, Judith A. (1998, Spring). Expanding and Sustaining Partnerships. *Metropolitan Universities: An International Forum*, 8(4), 89-98.
Development of community outreach partnership centers requires adaptations in the university environment. Institutions must reexamine and reinterpret the roles and responsibilities of faculty, design of the undergraduate curriculum, structures of the university that create the capacity to support and sustain different working relationships with the community, and definitions of success and quality.

EJ579827
Fear, F. A., Sandmann, L. R., and Lelle, M. A. (1998, Winter). First Generation Outcomes of the Outreach Movement: Many Voices, Multiple Paths. *Metropolitan Universities: An International Forum,* 9(3), 83-91.
Higher education seems to be traveling along four change paths, each of which represents a way for the outreach function to add value to institutional capacity and identity. These paths are identified and compared with regard to specific outcome sought, primary means used, resource allocations, and changes made in the faculty reward system.

ED417691
Lerner, R. M., and Simon, L. A. K. (Eds.). (1998). *University-Community Collaborations for the Twenty-First Century: Outreach Scholarship for Youth and Families*. Michigan State University Series on Children,Youth, and Families, Vol. 4; Garland Reference Library of Social Science, Vol. 1119. Hamden, CT: Garland Publishing, Inc.
The 22 essays and case studies in this book offer a theoretical and practical guide on outreach programs of colleges and universities.

ED418644
Haynes, Elizabeth A. (Comp.). (1996, December). *An Introduction to HUD for Institutions of Higher Education.* Washington, DC: Department of Housing and Urban Development. Office of Policy Development and Research. This guide describes programs administered by the U.S. Department of Housing and Urban Development (other than those administered by the Office of University Partnerships) that are relevant to institutions of higher education. Each program description provides information on the program's purpose, possibilities for involvement, funding information, program accomplishments by institutions of higher education, and gives sources for further information.

ED393353
National Association of State Universities and Land Grant Colleges, and American Association of State Colleges and Universities (1995). *Urban Community Service at AASCU and NASULGC Institutions: A Report on Conditions and Activities*. Washington, DC: Authors.
This study surveyed about 290 institutional members of either the National Association of State Universities and Land Grant Colleges, or the American Association of State Colleges and Universities; members were located in urban or metropolitan areas and were surveyed in order to gather data and to learn about their service areas, their commitment to community service, barriers to service, their methods to gain community institutional cooperation, and their professional association support needs.

Model Programs & Best Practices

EJ589776
Ahmed, Shamima. (1999, Summer). Taking the Metropolitan University to a Rural Community: The Role of a Needs Assessment Survey. *Metropolitan Universities: An International Forum, 10(*1), 83-89.
When metropolitan universities refer to serving the entire metropolitan area, they often refer to rural fringes as well as concentrated urban populations. Working with rural communities requires somewhat different approaches to planning programs and understanding needs. Survey research helps the campus understand the perceptions and realities of community educational needs, and helps to cement university-town relationships.

EJ589781
Coor, Lattie F. (1999, Spring). Engagement in a Major Metropolitan Research University. *Journal of Public Service & Outreach, 4(*1), 12-16.
Describes the nature and extent of Arizona State University's public service, policy research, and outreach programs, noting efforts to make university policy research findings available to the public, the trend toward broad-based multidisciplinary research, and the involvement of significant numbers of students and faculty. The need for better faculty incentives and rewards is discussed.

EJ592309
Forrant, R., and Silka, L. (1999, February). Thinking and Doing -- Doing and Thinking: The University of Massachusetts Lowell and the Community Development Process. *American Behavioral Scientist, 42(*5), 814-26.
Discusses two areas central to the development mission of the University of Massachusetts (Lowell): (1) Restructuring activities for a transformative effect on the regional economy while maintaining academic standards, and (2) who should be involved in these decisions. Reviews projects undertaken by the University under a community-outreach partnership grant.

ED422774
Iannozzi, Maria. (1998, June). *Mount St. Mary's College. Policy Perspectives. Exemplars.* Philadelphia, PA: Pew Higher Education Roundtable; Akron, OH: Knight Collaborative; Philadelphia, PA: Pennsylvania Univ., Inst. for Research on Higher Education.
This report describes the efforts of Mount St. Mary's College (California) to extend the benefits of a strong, traditional baccalaureate program to an underserved population of women in an urban region, including substantial numbers of minority and first-generation college students. To help realize its service mission and increase access to students from the college's inner-city community, the college opened its Doheny Campus in South Central Los Angeles in 1962.

EJ573787
Holder, M. S., Lewis, H. III, Kirksey, O. W., and Harris, C. (1998, Summer). Campus to Community Linkages: Roles, Commitments, and Responsibilities of a Pharmacy Program. *Journal of Public Service & Outreach, 3(*2), 70-82.
The Florida A & M University College of Pharmacy and Pharmaceutical Services' commitment to community outreach is evidenced in these program emphases: acceptance and retention portfolios for students and pharmacies; effective recruiting of local students into college programs; attention to critical health care deficiencies; applied research; and establishment of an on-campus reception site for positive interaction with the community.

EJ570470
LeGates, R. T., and Robinson, G. (1998, Summer). Institutionalizing University-Community Partnerships. *Journal of Planning Education and Research, 17(* 4), 312-22.
The San Francisco State University (California) experience with a federally funded community-outreach program suggests universities are well-suited for certain partnership roles (convener, planner, capacity-builder) but not for others. True university-community partnerships must be built on mutual respect, equal status, and give-and-take; institutionalization of federally funded partnerships must progress simultaneously at federal and local levels.

ED420904
Arizona State Univ., Tempe. Morrison Inst. for Public Policy. (1998, March). *Reaching Out to Neighborhoods: Communities and Universities Working Together. Final Report. Tempe, AZ: Author.*
This report presents a U.S. Department of Housing and Urban Development Community Outreach Partnership Center (COPC) grant that enabled Arizona State University (ASU) to form a partnership in which ASU applied university research and expertise to some of Phoenix's most difficult urban problems. COPC activities were designed to address needs identified by the community in the areas of economic development, community organizing and planning, and education and workforce development.

EJ570365
Rubin, V., Fleming, J. J., and Innes, J. (1998, Spring). Evaluating Community Outreach Partnership Centers as Complex Systems: In Search of the "COPC Effect." *Metropolitan Universities: An International Forum, 8(* 4), 11-21.
Inherent in the philosophy behind community outreach partnership center (COPC) programs and university-community collaboration is flexibility in instituting models, strategies, and solutions for those partnerships. However, evaluating collaborative efforts is difficult because each project differs according to needs, resources, and goals. One approach to the programs as complex systems is outlined.

EJ558368
Fletcher, C. N., Hogarth, J. M., and Schuchardt, J. (1997, Fall). The Potential of the Public-Private Partnership in Outreach. *Journal of Public Service & Outreach, 2(* 3), 71-78.
Describes a partnership involving faculty at seven land-grant universities, the U. S. Department of Agriculture Extension Seminar program leader, and a corporate partner designed to educate consumers about credit. Looks at the shared leadership model used, results of the project, and lessons learned about the potential of such partnerships for the university's outreach mission and for teaching and research.

Engaging particular communities

ED435376
Gil, A., and Cintron, Z. (1999). *From Historical Perspective to Future Projections: Providing Access to Higher Education for the Latino Community*. Paper presented at the International Council for Innovations in Higher Education, Puerto Rico.
This paper focuses on issues of providing access to higher education for the Latino community, especially in the state of Illinois. In Illinois, as in other states, Hispanic representation in higher education continues to lag, and Latinos are less likely than other minorities to attend or graduate from college.

EJ588135
Lyons, Nancee L. (1999, June). Focusing on Minority Recruitment. *Currents, 25(* 6), 44-49.
Colleges and universities are using creative measures to promote student diversity amid anti-affirmative-action movements. Strategies include more extensive outreach, capitalizing on alumni assistance, targeting the economically disadvantaged, making a commitment to the community, and taking a proactive approach.

ED388155
Cisneros, Henry G. (1995, February). *The University and the Urban Challenge*. Revised Edition. Rockville, MD: Aspen Systems Corp.
Because of their concern for security, sense of responsibility as publicly supported institutions, and programs for service-learning, many universities are closely linked to their urban communities and have much to offer these centers. American colleges and universities possess a wealth of intellectual and economic resources that they can bring to bear on the problems of cities.

Rewarding Service to the Community

ED426649
Knox, Alan B. (1998, December). *Recognizing Excellent Outreach Performance*.
This study analyzed aspects of assistant professor promotion and tenure packets that contained varying emphases on outreach associated with a positive promotion

recommendation. Fictionalized versions of actual promotion packets for 18 men and women were obtained from seven midwest universities. Packets varied by type of department and by extent and type of outreach responsibilities reported by the assistant professors.

EJ532751
Boyer, Ernest L. (1996, Spring). The Scholarship of Engagement. *Journal of Public Service & Outreach, 1*(1), 11-20.
Scholarship of engagement has meaning at two levels: (1) connecting the university's rich resources to the most pressing social, civic, and ethical problems, making it the staging ground for action; and (2) creating a climate in which academic and civic cultures communicate more continuously and creatively, enlarging the universe of human discourse and enriching the quality of life for all.